



August 2012

2011-2012 School Year Reports

Dear School Board Members and School Personnel:

This 2011-2012 MEA Summary Report contains the results of student achievement in science at grades 5 and 8, as well as disaggregations by student and school characteristics. This report, together with MEA individual student and item analysis reports, provides support for use in program evaluation and planning.

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State science accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA science test is administered to students in grades 5 and 8 to meet state assessment requirements and the federal requirements of the *No Child Left Behind Act*.

MEA results reflect scores based on the common science test questions that are taken by the approximately 14,000 students in each grade level. Students' scores are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

Thank you for your continuing commitment to improve the quality and effectiveness of the instructional opportunities in your schools. These assuredly will help all students achieve the high standards of the *Learning Results* as demonstrated on classroom, district, and state assessments.

Sincerely,

A handwritten signature in black ink, appearing to read "S. Bowen".

Stephen L. Bowen
Commissioner of Education



Grade 5 Science State Report

Test Date: May 2012

Contents of the Report

The report is divided into three main sections including a section describing the students tested and a separate section for the content area results.

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May 2012 - Grade 5 MEA Science Test

Grade Level Summary Report

State: Maine

Schools and SAUs administered the MEA Science tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2011-12 school year, students for whom a special consideration was granted through the state Department of

Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION SUMMARY	Number			Percentage		
	School	SAU	State	School	SAU	State
Students enrolled			13,714			100
Students tested	Science			Science		
			13,401			98
	With an approved accommodation		2,402			18
	Current LEP Students		428			3
	With an approved accommodation		194			45
	IEP Students		2,187			16
	With an approved accommodation		1,754			80
	Students not tested in MEA		313			2
	State Approved		232			74
	Alternate Assessment		214			92
	Special Consideration		18			8
	Other		81			26

PERFORMANCE SUMMARY

State																								
Enrolled	Not Tested Approved	Not Tested Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
13,714	232	81	13,401	1,600	12	6,776	51	3,866	29	1,159	9	547												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.



May 2012 - Grade 5 MEA Science Test

Science Results

State: Maine

Proficient with Distinction (Level 4)

The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562-580)

Proficient (Level 3)

The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542-560)

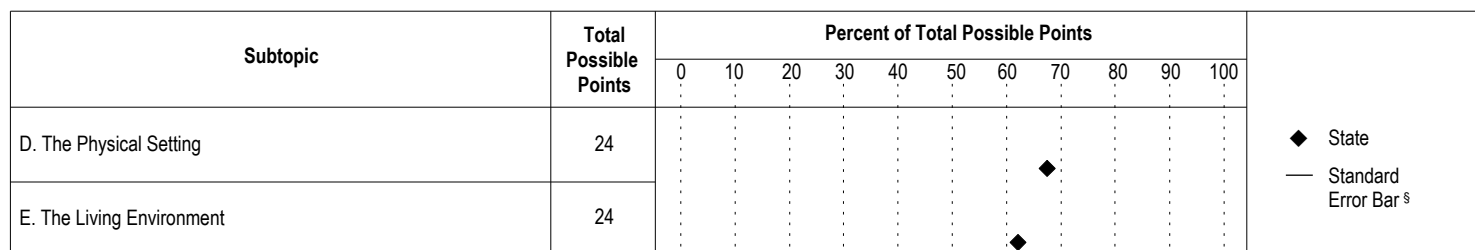
Partially Proficient (Level 2)

The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 530-540)

Substantially Below Proficient (Level 1)

The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500-528)

	Enrolled	Not Tested Approved	Not Tested Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10													
2010-11													
2011-12													
Cumulative													
Total													
SAU													
2009-10													
2010-11													
2011-12													
Cumulative													
Total													
State													
2009-10	13,898	207	59	13,632	1,137	8	7,563	55	3,823	28	1,109	8	545
2010-11	13,841	265	77	13,499	1,041	8	7,678	57	3,697	27	1,083	8	546
2011-12	13,714	232	81	13,401	1,600	12	6,776	51	3,866	29	1,159	9	547
Cumulative													
Total	41,453	704	217	40,532	3,778	9	22,017	54	11,386	28	3,351	8	546



The MEA assesses students' science knowledge based on questions that measure the science accountability content strands highlighted in Maine's 2007 Learning Results: Parameters for Essential Instruction, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

§The standard error bar indicates how much the percent of points earned could vary if the students were examined multiple times with the same test.



May 2012 - Grade 5 MEA Science Test

Disaggregated Science Results

State: Maine

REPORTING CATEGORIES	State																								
	Enrolled	Not Tested Approved	Not Tested Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	13,714	232	81	13,401	1,600	12	6,776	51	3,866	29	1,159	9	547												
Gender																									
Male	7,141	151	55	6,935	844	12	3,559	51	1,947	28	585	8	547												
Female	6,571	81	26	6,464	756	12	3,216	50	1,919	30	573	9	546												
Not Reported	2	0	0	2																					
Race/Ethnicity																									
Hispanic or Latino	249	10	4	235	21	9	106	45	73	31	35	15	543												
Not Hispanic or Latino																									
American Indian or Alaskan Native	120	2	0	118	8	7	50	42	45	38	15	13	542												
Asian	249	2	4	243	30	12	122	50	66	27	25	10	547												
Black or African American	407	11	3	393	8	2	116	30	149	38	120	31	536												
Native Hawaiian or Pacific Islander	16	2	0	14	2	14	7	50	2	14	3	21	547												
White	12,507	204	70	12,233	1,510	12	6,300	52	3,481	28	942	8	547												
Two or more races	164	1	0	163	21	13	74	45	50	31	18	11	546												
No Race/Ethnicity Reported	2	0	0	2																					
LEP Status																									
Current LEP student	447	9	10	428	5	1	105	25	160	37	158	37	534												
Former LEP student - monitoring year 1	44	2	1	41	2	5	27	66	11	27	1	2	547												
Former LEP student - monitoring year 2	24	0	0	24	5	21	19	79	0	0	0	0	557												
All Other Students	13,199	221	70	12,908	1,588	12	6,625	51	3,695	29	1,000	8	547												
IEP																									
Students with an IEP	2,447	223	37	2,187	58	3	580	27	994	45	555	25	537												
All Other Students	11,267	9	44	11,214	1,542	14	6,196	55	2,872	26	604	5	548												
SES																									
Economically Disadvantaged Students	6,415	171	52	6,192	381	6	2,725	44	2,226	36	860	14	543												
All Other Students	7,299	61	29	7,209	1,219	17	4,051	56	1,640	23	299	4	550												
Migrant																									
Migrant Students	6	0	0	6																					
All Other Students	13,708	232	81	13,395	1,600	12	6,775	51	3,862	29	1,158	9	547												
Title I																									
Students Receiving Title I Services	2,346	24	16	2,306	78	3	873	38	986	43	369	16	540												
All Other Students	11,368	208	65	11,095	1,522	14	5,903	53	2,880	26	790	7	548												
504 Plan																									
Students with a 504 Plan	380	1	3	376	26	7	191	51	133	35	26	7	545												
All Other Students	13,334	231	78	13,025	1,574	12	6,585	51	3,733	29	1,133	9	547												

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Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



May 2012 - Grade 5 MEA Science Test

Questionnaire Results

State: Maine

QUESTIONNAIRE ITEMS	State																					
	Students in Each Category	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Students in Each Category	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Students in Each Category	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		N	%	%	%	%	
How often do you do science in class?																						
A. every day	31	535	13	1,984	50	1,119	28	343	9	547												
B. a few times a week	49	803	12	3,367	52	1,800	28	459	7	547												
C. once a week	8	99	10	470	47	314	31	117	12	545												
D. a few times a month	12	122	8	762	48	536	34	168	11	544												
Which statement best describes how you learn science?																						
A. I read a textbook and answer questions and/or take notes and do assignments.	28	289	8	1,736	48	1,264	35	358	10	544												
B. I work in groups to design and conduct experiments.	23	229	8	1,359	46	1,040	35	357	12	544												
C. I do a combination of A and B, mostly A.	27	572	17	1,865	54	823	24	202	6	549												
D. I do a combination of A and B, mostly B.	22	466	16	1,608	56	632	22	167	6	549												
How often do you make observations and collect data in science class?																						
A. a few times a week	51	734	11	3,398	51	1,964	30	504	8	547												
B. a few times a month	28	582	16	1,913	52	930	25	233	6	549												
C. once a month	8	116	11	488	46	326	31	126	12	545												
D. never or almost never	13	127	8	775	46	548	33	217	13	544												
How do you feel about the following statement: <i>"Science is interesting and fun."</i>																						
A. strongly agree	31	582	14	2,090	52	1,044	26	307	8	548												
B. agree	54	838	12	3,609	52	2,017	29	508	7	547												
C. disagree	11	106	8	649	47	490	35	147	11	544												
D. strongly disagree	5	33	5	239	39	222	36	121	20	540												
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	22	482	17	1,460	51	685	24	235	8	549												
B. good	56	935	13	3,890	53	2,001	27	492	7	548												
C. fair	19	137	5	1,150	46	947	38	288	11	543												
D. poor	2	6	2	92	29	143	45	74	23	537												
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	20	359	14	1,358	52	701	27	183	7	548												
B. They match some of what I have learned.	57	928	13	3,833	52	2,093	28	521	7	547												
C. They match just a little of what I have learned.	19	241	10	1,200	49	776	31	254	10	545												
D. There is no match.	4	31	6	199	36	201	36	128	23	540												
Do you think you would like to have a job that is related to SCIENCE when you grow up?																						
A. No, this type of job is too hard.	5	19	3	210	32	299	45	136	20	539												
B. No, I'm not interested.	41	441	8	2,631	50	1,749	33	493	9	545												
C. I might be interested if I knew more about this type of job.	26	435	13	1,798	53	931	27	224	7	548												
D. Yes, I have some interest.	16	379	18	1,104	54	456	22	113	6	550												
E. Yes, I'm very interested.	12	283	18	839	53	337	21	118	7	550												

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Note: Some numbers may have been left blank because fewer than ten (10) students were tested.